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Educators from a sample (11 percent) of public, diocesan, and independent schools in Chester and Delaware counties, Pennsylvania, were surveyed for information on the content and quality of their inservice programs for school personnel. Their responses to 16 questions (such as type of inservice activities and influence of the program on change) are categorized and interpreted. Recommendations for the counties' inservice programs, made on the basis of these responses, primarily pivot around realizing an interacting educational community (inservice workshops for K-12 professional staff, and interschool and school-community cooperation in inservice education) and continuity between daily responsibilities or needs and the inservice program (the entire staff--teachers, administrators, and supervisors--should help plan inservice programs, attend workshops--not lectures--that are designed around individual needs, receive evaluative feedback from the program, and participate in subsequent retraining based on the curriculum revisions produced at inservice meetings). (LP)

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A STUDY OF

INSERVICE PROGRAMS

IN CHESTER AND DELAWARE COUNTY SCHOOLS

SP002202

Service Project of Area Research Center SPARC
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1968

A STUDY OF INSERVICE PROGRAMS IN CHESTER AND DELAWARE COUNTY SCHOOLS

I. GENERAL INFORMATION

In the Spring of 1968 SPARC conducted a survey among a representative sample of the faculties of public, diocesan, and independent schools in Chester and Delaware Counties, Penna.

PURPOSE OF THE SURVEY

The purpose of this endeavor was to identify areas of need in inservice programs in general throughout the target area. With this data it is hoped that SPARC will be able to plan for and assist in the improvement of inservice education for teachers and administrators.

CONSTRUCTION OF THE SURVEY INSTRUMENT

The survey instrument was designed by SPARC staff with much help from Dr. Anthony Pinnie of Cheyney State College and Dr. Martin Higgins of West Chester State College. The instrument was revised after discussions with school personnel. Final revision was made after field testing in a school not included in the survey.

ADMINISTRATION OF THE SURVEY

Permission was secured prior to giving the survey from both the superintendent of schools and the building principal. A SPARC staff member personally administered the survey at a faculty meeting. In an attempt to encourage honest responses participants were assured that no response would be identified as to individual, school, system, county or segments - public, diocesan, or independent. Completed survey forms were placed, unread, in a single pile. No one has made any attempt to identify a respondent or his school nor is such identification possible.

TABULATION OF RESPONSES

The resources of the Data Center at West Chester State College were used to tabulate the responses. The computer program was written by Wes Fosnacht of that institution. Interpretations of the results were made by the SPARC staff.

DEFINITION OF THE INSERVICE PROGRAM

Because of the wide variety in the characteristics of inservice programs, SPARC defined such programs to include "all planned on-the-job experiences which relate directly toward improving the effectiveness of the professional staff." Participants were urged to include department-oriented, building-centered, districtwide, or multidistrict programs. Responses were limited to the 1967-1968 school year.

II. CHARACTERISTICS OF THE SAMPLE

SAMPLE SIZE

SPARC serves the faculties of 252 public schools, 70 diocesan schools, and 14 independent schools. Although an attempt was made to survey 10% of those schools in each segment, administrative problems and scheduling conflicts reduced the sampling to 21 public schools, 7 diocesan schools, and 1 independent school. A total of 598 educators completed the survey. Because of unanswered items, only 577 cards were processed through the computer.

SELECTION OF SAMPLE

The public school systems of the two counties were classified by size and organizational pattern. The smaller systems with junior-senior high schools were placed in one category; the larger systems with separate secondary schools in another. A few systems that did not fit this scheme were grouped by size alone in the appropriate category. Other classifying criteria were considered but rejected. Tuition and current expenditures were not used because of the effect of the size of a district on these statistics. The type of community served by a system was rejected because several public school systems serve a variety of populations and because of the disparate populations between Chester County and Delaware County.

Within each category, individual schools were listed, numbered, then selected at random by using the last two digits of successive phone numbers from a page out of the directory. A representative number of elementary, junior high, senior high, and junior-senior high schools were chosen. No middle schools were included.

The diocesan sample was selected with the aid of the Reverand Paul Curran, Assistant Superintendent, Archdiocese of Philadelphia Schools. One high school and six elementary schools were selected by the criteria of location, size, and type of community served.

One independent school was arbitrarily selected.

The sample included 544 teachers, 6 curriculum committee chairmen, 38 department heads, 4 curriculum coordinators, and 36 principals or other administrators. These classifications were not mutually exclusive; teaching principals checked two categories, for example.

ITEM ONE: POSITION

There was a balance of grade level responsibilities among the sampled educators. 51% had major responsibilities at the elementary level, 49% at the secondary level.

ITEM TWO: GRADE LEVEL RESPONSIBILITY

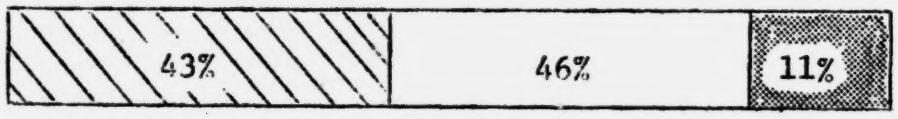
There was an equal distribution of various subject matter responsibilities among the respondents.

ITEM THREE: MAJOR SUBJECT RESPONSIBILITY

The graph below indicates the distribution of participants in three length-of-service categories.

ITEM FOUR: LENGTH OF SERVICE

IN EDUCATION



IN PRESENT SCHOOL SYSTEM

Card sorting techniques permitted separate tabulations of respondents according to elementary or secondary responsibilities and according to length of service in education.

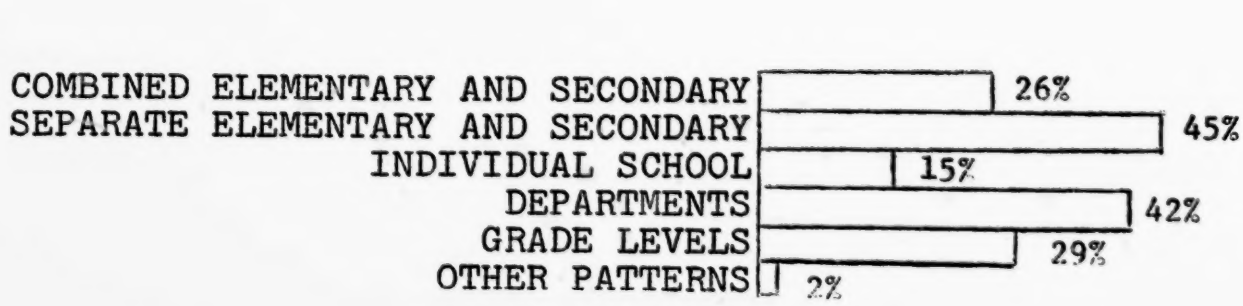
SUBSAMPLES

III. TABULATIONS AND INTERPRETATIONS OF DATA

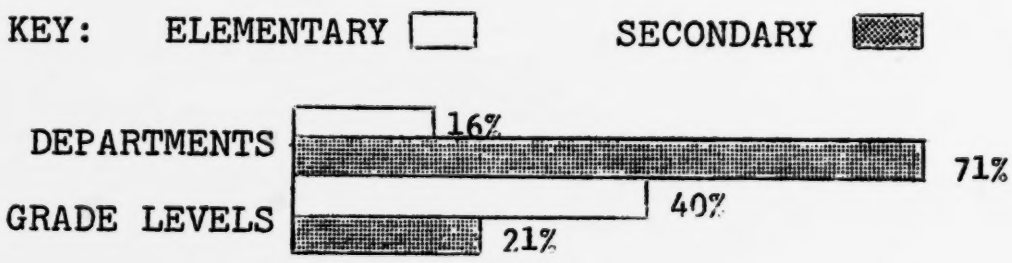
NOTE: Unless specifically stated, all tabulations in this report represent the total sample. Subsamples are used only where these separate tabulations differ enough from the tabulation of the total sample to alter the interpretations.

Respondents were asked to select one or two patterns which would characterize the general organizational scheme of their in-service programs.

ITEM FIVE: INSERVICE ORGANIZATIONAL PATTERNS



The elementary tabluation differed widely from the secondary in the two patterns shown below.



INTERPRETATION: Relatively few (26%) elementary and secondary staffs meet together for inservice work. Comments by a number of respondents indicate that these meetings are usually general in nature and rarely devoted to in-depth, K-12,

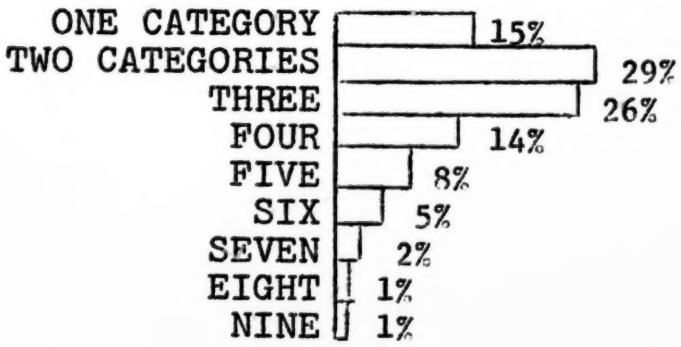
subject-matter considerations. Most secondary schools (71%) carry on a major portion of in-service work by departments; elementary schools are more grade-level oriented (40%) than subject-matter oriented (16%).

ITEM SIX: ASPECTS OF INSERVICE PROGRAMS

Participants were allowed to check as many categories as they needed to indicate the types of inservice activities in which they were involved.

37% - Evaluating guides, manuals, courses of study.
36% - Developing guides, manuals, courses of study.
35% - Improving teaching techniques.
27% - Evaluating present curriculum programs, policy.
25% - Evaluating present practices, instructional techniques.
25% - Developing educational objectives.
23% - Evaluating educational objectives.
22% - Learning about new programs or projects.
21% - Learning about newer teaching techniques.
21% - Improving the subject-matter competence of staff.
20% - Improving classroom testing and evaluation.
5% - Other.

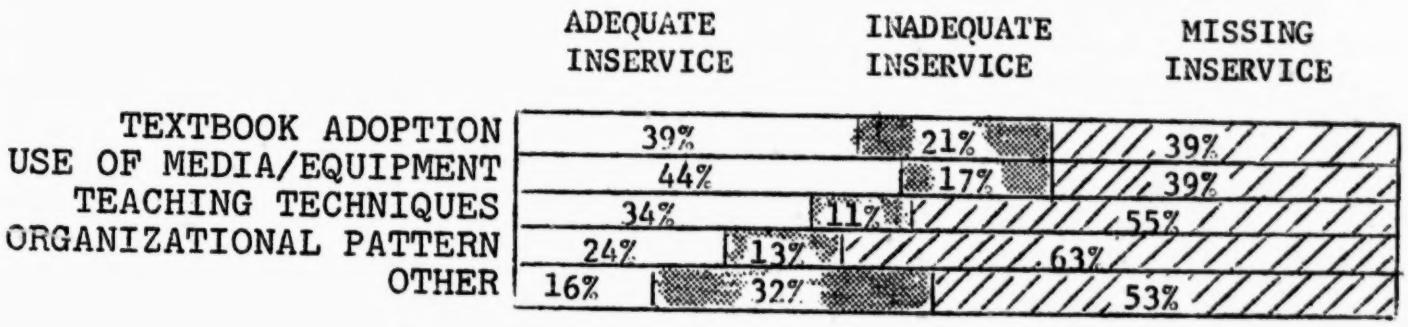
A tabulation was made of the number of different categories that each respondent selected from the above list.



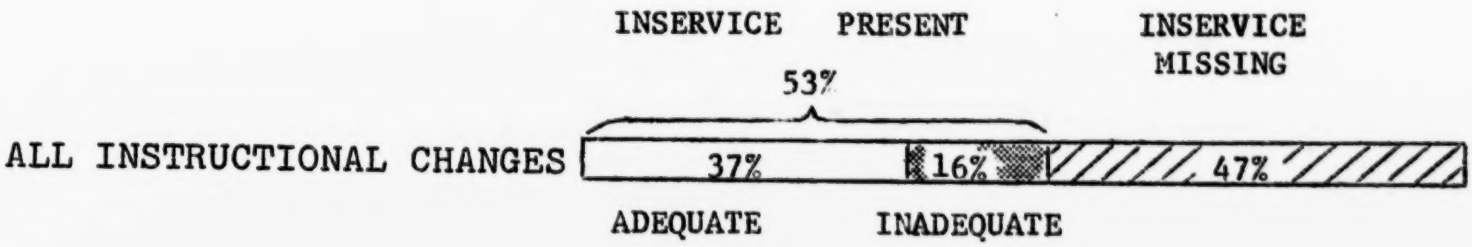
INTERPRETATION: There is great variety in the types of activities included in inservice programs. Some districts concentrate on a small number of activities; others "touch on" many aspects of curriculum and staff development.

ITEM SEVEN: RELATION OF INSERVICE TO INSTRUCTIONAL CHANGES

This item attempts to determine the effectiveness of inservice training in implementing changes within schools. Four categories of instructional changes were specified. Participants first identified whether or not each change had taken place during the year. If it had, respondents rated the inservice program's effect toward implementing the change.



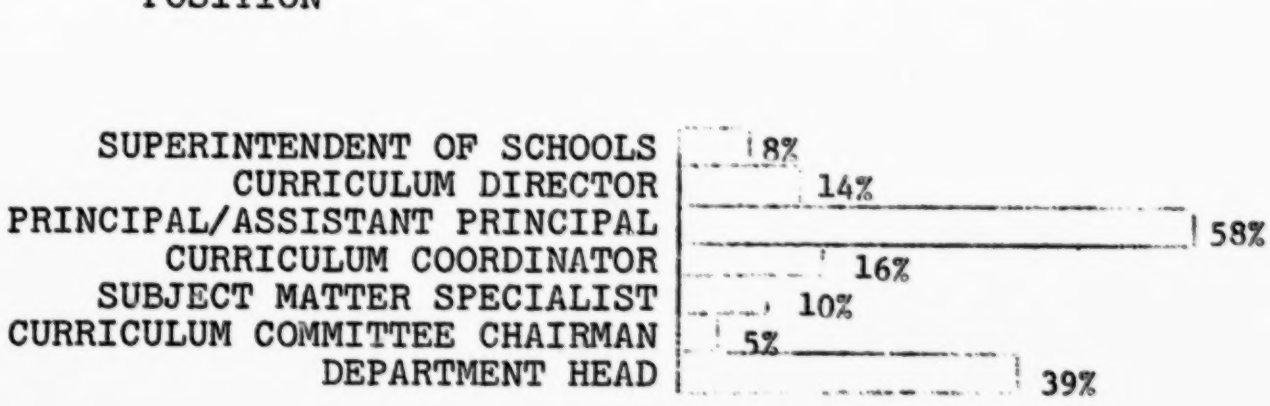
The combining of all changes yields the following picture:



INTERPRETATION: These data may be interpreted in a number of ways. It can be noted that instructional changes were supplemented by adequate inservice training in only 37% of the cases. Discouragingly, one can notice that in almost half (47%) of the situations inservice training was completely missing! When there was inservice training (53%), however, it was more often adequate than not. It should also be pointed out that inservice training was less prevalent in those categories where commercial consultants are less available.

ITEM EIGHT: LEADERSHIP ROLE OF SCHOOL OR DISTRICT PERSONNEL

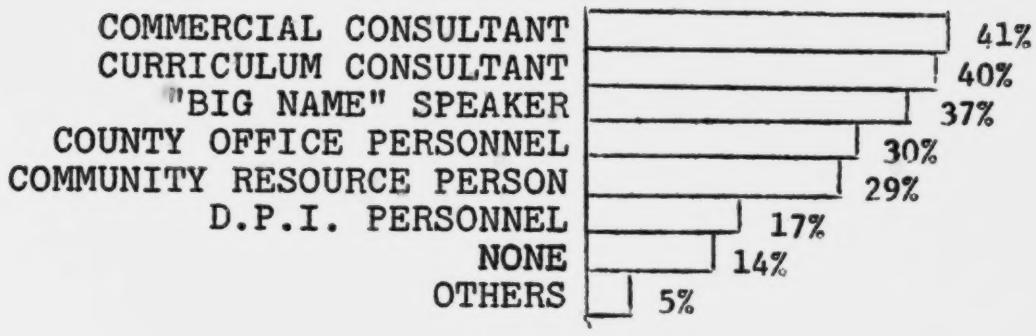
First, respondents were asked to indicate "yes" or "no", from a list of positions, those that were filled in their districts and were applicable to them. For example, an elementary teacher would not list a department head from the high school unless such person had an elementary school responsibility. Then, each participant indicated the position of the person who exerted the greatest leadership in the respondent's particular situation. Percentages below are of the total of "yes" responses in each category. For example, 14% of those who responded "yes" to curriculum director indicated that that person exerted greatest leadership, not 14% of the total sample.



INTERPRETATION: Building administrators play an important leadership role at both elementary and secondary levels (58%). At the secondary level, the department head also assumes a leadership role (39%). The superintendent of schools and curriculum director were expected to be rated low because they rarely work directly with classroom teachers. What is surprising is the low rating of curriculum coordinators, subject-matter specialists, and curriculum committee chairman. One possible explanation is that, since these positions are relatively new in the classic educational hierarchy, people in such positions might have difficulty exerting leadership within the administrative framework of their districts or schools.

ITEM NINE: USE OF OUT-OF-DISTRICT PERSONNEL IN INSERVICE PROGRAMS

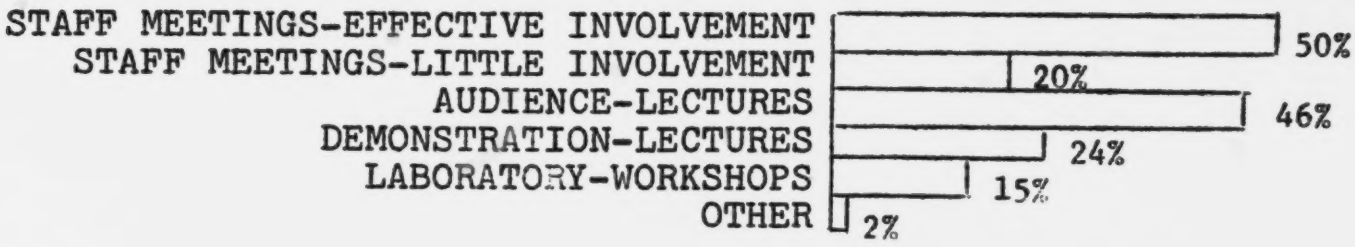
Respondents were asked to list the types of resource people that had been used in the inservice program of 1967/1968.



INTERPRETATION: Salesmen are kept pretty busy.

ITEM TEN: TYPES OF INSERVICE MEETINGS

Participants were asked to characterize the most prevalent types of inservice meetings they attended by checking not more than two of the following categories: Committee or staff meetings with effective staff participation, Committee or staff meetings with little or no staff participation, Audience-lecture meetings, Demonstration-lectures, Demonstration-workshops with active staff involvement, and other types.

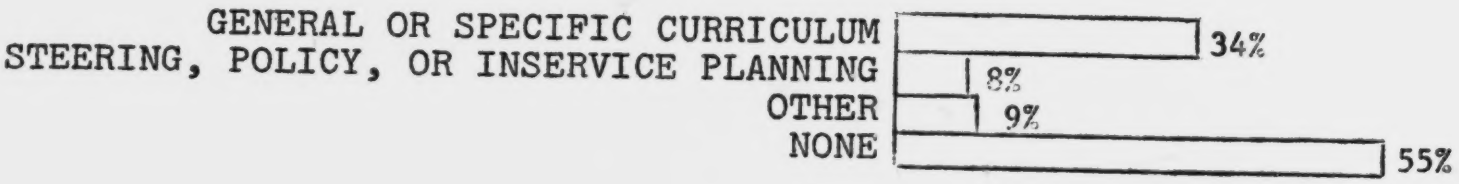


INTERPRETATION: The results above indicate the dual nature of many inservice programs, wherein the large group meetings of a general nature are characterized by audience-lectures and the building inservice programs are characterized by staff involvement in small groups. This interpretation is fortified by the results of Item 16.

ITEM ELEVEN: COMMITTEE MEMBERSHIP

Respondents checked the types of committees of which they were members. Three classes of committees were tabulated. Curriculum committees included both general or subject area orientations; inservice planning committees included policy-making or steering functions, and other committees.

TYPES OF COMMITTEES



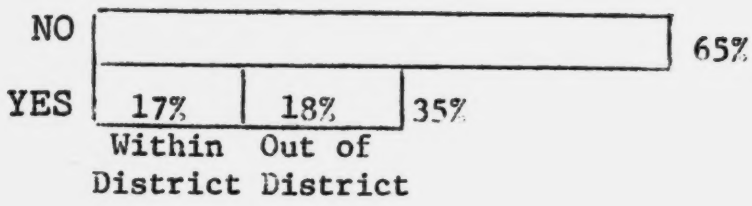
Separate tabulations were made for this item to determine whether years of service played a role in committee membership. There was no significant difference for either years of service or between elementary and secondary personnel on this item.

INTERPRETATION: Over half (55%) of those polled were not members of a committee. Staff representation on steering, planning, or policy-making committees is low (8%). The most popular type of committee in which staff are involved is curriculum oriented (34%). This item correlates very strongly with the results of Item 16.

ITEM TWELVE: VISITATIONS AND OBSERVATIONS

In a prior study*, 77% of all educators replying to a questionnaire indicated that the opportunities afforded them to study and visit schools using newer techniques and organizational patterns were inadequate. Inclusion of Item 12 of this SPARC Inservice Survey was made to determine if any significant improvement had occurred in this area. Participants were asked if they had made or expected to make a professional visitation or observation of another classroom or school within the year.

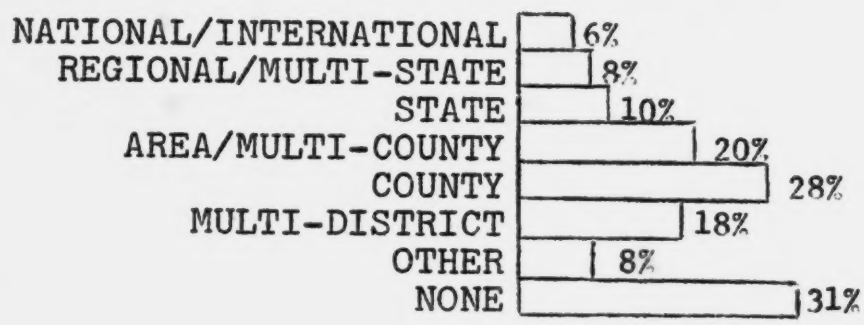
*From "A Study to Determine the Need for an Area Research and Service Center to Serve Delaware and Chester County Schools," E.S.E.A. Title III Planning Grant Number 1-6-000580-0283, sponsored jointly by the School Boards of Chester County and Delaware County, Pennsylvania. 1965.



INTERPRETATION: Little opportunity was afforded staff members to visit or observe other schools or classrooms. This was true in all categories of length-of-service.

ITEM THIRTEEN: ATTENDANCE AT PROFESSIONAL MEETINGS

Are staff members afforded the opportunity to attend professional meetings beyond those within their districts? Those participants who had such opportunities within the year identified the geographic scope of the meetings.



Separate tabulations by years of service showed only slight differences except for the final category of non-attendance.

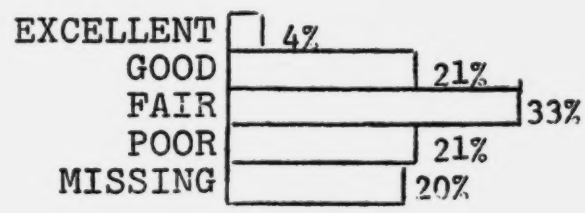
NON-ATTENDANCE

INTERPRETATION: There is little opportunity for staff members to attend national, regional, or state meetings. The high percentage of attendance at the multicounty level was due in part to the diocesan teachers whose five-county district holds districtwide meetings yearly. The inclusion of this event in the multicounty category was a mistake on the part of the administrator of the survey. It should have been counted as a district meeting.

The high percentage of attendance at meetings at the county level was due in part to the countywide inservice day held last year by the Chester County Public Schools. The separate length-of-service tabulation indicates that veteran staff members have a greater opportunity to attend professional meetings than do those with little service.

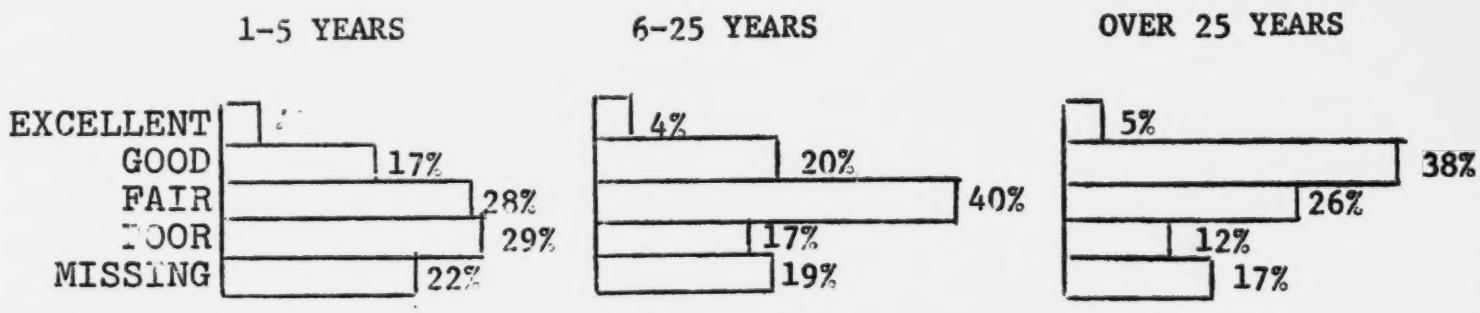
ITEM FOURTEEN: EFFECTIVENESS OF STAFF INVOLVEMENT IN PLANNING INSERVICE PROGRAMS

Respondents were asked to rate the effectiveness of staff involvement in planning the inservice programs.



INTERPRETATION: The high rating in the missing category (20%) skews the graph toward the low side. These data indicate that at least 25% of those educators polled felt that staff involvement in planning was either good or excellent. The results of Item 16, however, are somewhat in conflict with the results of this item.

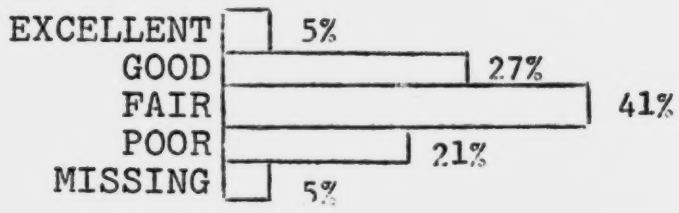
Separate tabulations were made according to years of service:



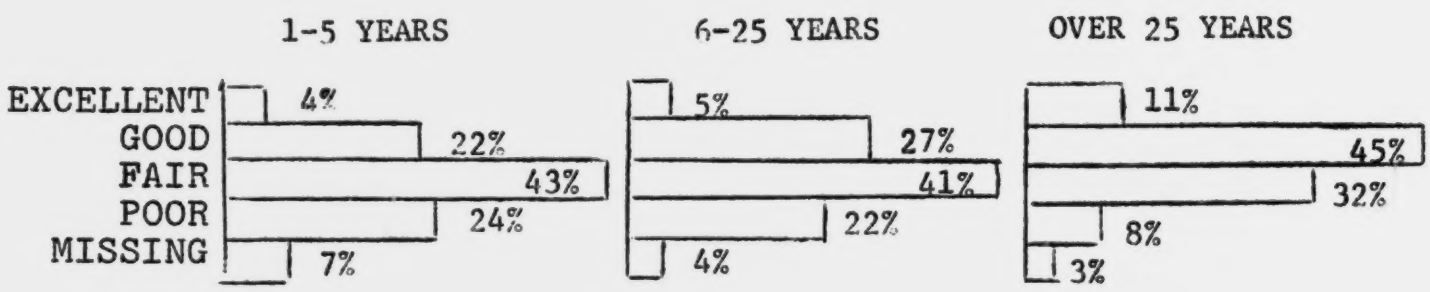
INTERPRETATION: More than half (51%) of staff members with few years (1-5) of service in education rate staff involvement as being poor or missing. Only 29% of staff members with more than 25 years of service rate the staff involvement in these two categories. These data might indicate that veteran staff members view staff involvement in planning as less important than "newer" members or this group may be, in fact, more involved.

ITEM FIFTEEN: OVERALL EFFECTIVENESS OF THE INSERVICE PROGRAM

Respondents were asked to rate the overall effectiveness of the inservice program on a five point scale.



Separate tabulations were made according to years of service:



INTERPRETATION: The responses for the total sampling approximate a balanced distribution curve. The separate tabulations indicate that veteran teachers with more than 25 years of service rate the inservice program slightly higher than those with fewer years of service. These data offer no cause for alarm in the quality of inservice programs if you consider a "Fair" rating as desirable. However, considering the fact that only one-third (32%) of the respondents polled rated the inservice program as good or better, raises serious questions as to how these programs could be improved. Item 16 attempts to uncover areas for improvement.

ITEM SIXTEEN: SUGGESTIONS FOR IMPROVEMENT

Participants were asked to write down suggested changes that they felt would bring about the greatest improvement in the effectiveness of the teaching staff. Each response was read and placed in one or more categories according to the content of the suggestions. For example, the comment, "We need more demonstrations by outside experts to show us newer teaching techniques." would be placed in these categories: workshop-demonstration, outside resource people, and newer techniques. Numerals refer to the number of respondents whose comments were placed in that category.

Negative Categories

92 made either no comment or mentioned that they had no suggestions to offer.

47 made simple gripes or negative comments without accompanying constructive suggestions.

21 added some suggestions to predominantly negative descriptions.

9 added complaints about the administration.

Constructive Suggestions

126 suggested greater staff involvement. Some specified that this involvement was needed in the planning process; others, more active participation in the actual programs; still others made no differentiation as to area of needed involvement. No respondent suggested that the teaching staff plan or direct the program alone. More administrators' responses fell in this overall category than in any other.

89 placed emphasis on the need for specific programs. Phrases such as "more practical, less general, more direct application" were used. In some cases, organizational suggestions were made such as "meet in departments" or "break into smaller groups."

84 suggested the inclusion of more workshops and/or demonstrations. Many made reference to the present program as "dull and boring" or "just sit and listen."

49 wanted to learn about newer or better techniques and methods.

45 suggested the use of outside resource people with reference often made to "experts" or "master teachers."

45 desired opportunities to visit other schools and classrooms.

36 suggested that teachers from several schools meet to share ideas, problems, and solutions by subjects, by grade level, or by other common interest.

34 indicated the need for better overall planning and organizing of programs.

31 stressed the need for better communication and coordination among the teaching staff and between teachers and administrators.

26 asked for more inservice time.

21 appealed for programs to be more interesting, more diverse, or more worthwhile.

16 wanted to learn more about new instructional aids, material, or equipment.

15 desired release time for inservice instead of after school hours.

14 suggested meetings with other districts.

14 appealed for better evaluation, follow-up, and/or follow-through.

12 wanted to learn about new programs and organizational patterns.

10 asked for more staff members, particularly supervisory personnel to aid in inservice.

10 indicated a strong need to hold inservice meetings with staff members from all levels of instruction, K-12.

9 pointed out the need for reeducation and "updating" of teachers and urged the inclusion of actual inservice courses as part of the inservice programs.

6 preferred that meetings be restricted to individual faculties.

5 asked for more "working" days in their rooms instead of having to attend inservice meetings.

5 wished the inservice program would concentrate on new teachers.

5 suggested better correlation with new programs being used in the school.

5 suggested that the scheduling of inservice days should be improved. Concentration as well as spacing was mentioned.

3 wished to return to the practice of splitting the inservice program into elementary and secondary levels.

3 wanted field trips.

3 suggested cultural and community programs.

2 wanted programs restricted to the district.

2 desired the opportunity to attend professional seminars, conferences, and conventions.

2 wanted time set aside for professional reading.

2 wanted time for evaluating new textbooks.

2 suggested that inservice programs concentrate on the low-ability and/or "inner city" child.

1 suggested that school directors participate in the inservice program of the district.

1 wanted the programs held at West Chester State College.

Positive Categories

14 made positive statements about the existing situation without reference to any need for improvement. One respondent printed in capital letters, "PRESERVE THE STATUS QUO!!!"

IV. UTILIZATION OF THE INSERVICE SURVEY

SPARC will use the data provided by this survey in a number of ways:

1. This report, including the data, interpretations, and the general recommendations which follow, is being made available to superintendents, curriculum directors, other administrators, and teachers in the Chester-Delaware Counties area. Hopefully, this report will be used by individual districts and schools in sparking efforts to improve existing inservice programs. To this end, the SPARC staff will be available to aid groups of teachers and administrators evaluate, organize, and plan inservice programs.

2. This report will be used as a basis for discussion with SPARC's Advisory Committee and with groups of educators responsible for planning multidistrict inservice programs in the two-county area. Such discussions and the decisions made as a result of them will guide SPARC in its inservice activities over the next two years. It is expected that multidistrict programs in this area will be improved as a result.

3. This report and the data it provides will be absorbed into the construction of SPARC's long-range plan for regional curriculum services. In this regard, the differentiated-levels-of-support concept will be used in an attempt to determine which specific inservice problems can best be met at regional levels, at multidistrict levels, at district levels, and at building or departmental levels.

V. RECOMMENDATIONS

In addition to considering the general recommendations listed below, educators should examine the data, the interpretations, and the suggestions offered by the respondents in item sixteen to identify specific areas of need applicable to their own situations.

STUDY AND ANALYZE THE PURPOSES OF THE INSERVICE PROGRAM

"Inservice" has become one of the catchalls of pedagogical jargon that we use to encompass many types of activities having different purposes. One of its most consistent uses is merely to label a day in the school calendar when the professional staff is in attendance but the students are not. It is useful, therefore, to examine a few of the dominant purposes of inservice education.

THE PRIME GOAL OF INSERVICE EDUCATION

One prime goal of inservice education, like all other forms of education, is to change behavior. In this case, it is the instructional behavior of staff members. And, of course, these changes are important only to the end that the education of pupils is improved. Perhaps these statements seem trite, yet many inservice activities are but distantly related to these purposes.

STAFF DEVELOPMENT

One major function of inservice education is often referred to as staff development and relates to increasing the effectiveness of the teachers. Identification of the critical needs of individual staff members as well as functional groups of staff members should determine, to a large degree, the direction for programs designed to serve this end. Current curriculum changes may or may not dictate the types of staff development activities planned. Specific attention to diverse needs is one keynote to successful programs in this area.

An offshoot of staff development which should be complementary to increasing instructional competence but often is not is the need of many staff members to continue their formal education by

taking college courses in order to complete certification requirements. Usually the school system has no control and little influence over the type of training its staff members experience at local colleges and universities.

INSTRUCTIONAL CHANGE IMPLEMENTATION

A second function of inservice activities is to provide the training of staff members to implement change. All significant changes in instruction, whether they be due to the adoption of new curricula, materials, media, philosophy, techniques, or organizational patterns, must be accompanied by adequate retraining.

CURRICULUM REVISION

In some schools, much of the inservice program is devoted to the work of curriculum committees who evaluate and develop programs of instruction. Although many people strongly believe that staff involvement in curriculum revision improves the instructional performance of teachers, we believe that this rationalization has been exaggerated. It would be wise to remember that the main purpose of curriculum revision is product, with inservice days providing time and with the instructional staff providing the professional service for the production of that revision. This is not to say that staff involvement is not necessary in <u>developing curriculum</u>, but that developing curriculum is not the sole answer to improving instructional competence.

ORIENTATION

Inservice days are often used to provide orientation for both new and returning teachers. Activities often include administrative and clerical details, introductions to new staff, new policies, new facilities, and new curricula. An outside speaker is used occasionally to stimulate the staff to better efforts.

One first step toward improving the inservice program is, therefore, to identify staff needs in relation to the program of instruction and to analyze these needs to determine how inservice education can best serve them.

PLAN, IMPLEMENT, AND EVALUATE FOR BOTH SHORT AND LONG-RANGE GOALS

THREE MAJOR PROCESSES

The total inservice program must be conceived of as a long-range, comprehensive plan having at least three major facets. These three important processes which permeate the total program are planning, implementation, and evaluation. Too often, the staff activities that occur during an inservice day tend to require a disproportionate amount of effort with too little attention given to planning and evaluation. The inservice program must be more comprehensive than the "filling" of an inservice day.

PLANNING

Inservice programs must be carefully planned to meet both short-range and long-range goals. The planning must be thorough and systematic yet flexible so that evaluations, personnel changes, and curriculum revisions can easily alter the plans.

IMPLEMENTATION

Plans must then be implemented by activities such as staff meetings, workshops, visitations, and seminars designed to meet the needs of individuals and specific groups of staff members. A single type of activity cannot satisfy all purposes.

EVALUATION

Evaluation is often the most ignored process. It, too, must be short and long range in order to provide the feedback for improvement and follow-up activities. Evaluation must not be limited to implementation activities alone, but must be applied to planning activities and to evaluation itself.

INVOLVE STAFF MEMBERS IN ALL PHASES OF THE INSERVICE PROGRAM

STAFF INVOLVEMENT

Staff members must be actively involved in planning, implementation and evaluation. The results of the survey strongly point out a lack of involvement; one hundred twenty-six respondents indicated this as being an important area for improvement.

The responsibility for the inservice program must be broad-based. It is imperative, therefore, that staff members be involved in planning and evaluating as well as participating in the actual inservice day activities. The purposes of the programs must be understood not only by the administrators and supervisors but by teachers as well.

In larger districts it is probably necessary to create an inservice advisory or steering committee whose members will be representative of the different levels of the instructional and administrative staff. If this is done, it is then an equally important task to establish an effective system of communication between this committee and all staff members.

The nature of all inservice activities must be such that staff involvement is encouraged or required. Workshops, demonstrations, and discussions are usually much more productive than lectures. Workshops must involve active participation of those in attendance and not be merely mislabeled lectures.

CONSIDER CURRICULUM AND INSTRUCTIONAL PROBLEMS ON A UNIFIED, K-12 BASIS

K-12
CONSIDERATION

Because of the organizational structure of our schools, cloistered teachers and administrators tend to view instructional problems only as they affect their particular domains. Elementary school teachers consider teaching and learning in grade-level segments; secondary staff concerns are often confined to a single discipline. The articulation gap between elementary and secondary levels looms before us as wide as ever.

It is, therefore, imperative that certain activities of the inservice program be planned so as to encompass unified, K-12 considerations of instructional problems. These activities, involving administrators, supervisors, and teachers from different levels must be functional and problem-oriented. Normally, a general session where all teachers merely sit and listen to a "big name" speaker is inadequate to break down departmental, individual school, and elementary/secondary barriers.

PLAN SPECIFIC PROGRAMS TO MEET SPECIFIC NEEDS

SPECIFIC NEEDS

Inservice programs bring about changes in the instructional behavior of teachers most effectively when such programs deal with specific solutions to specific problems. Therefore, it is necessary on occasion that the staff be grouped into grade-level, departmental, or specially restricted categories to consider such problems. This study indicated that many staff members desired programs which would help them solve specific instructional problems related to their own restricted situations.

PLAN PROGRAMS AS AN INTEGRAL PART OF INSTRUCTIONAL CHANGE

IMPLEMENTING INSTRUCTIONAL CHANGES

Until adequate inservice training becomes recognized as a planned, integral part of all instructional changes, curriculum revisions will be confined to the unopened teacher's guide. Available equipment will gather dust, media will be misused, and newer techniques will be ignored. Inservice training is a critical factor in the implementation of curriculum revision. Such endeavors often fail because plans were not made to provide the necessary instructional media and the retraining of teachers.

PLAN PROGRAMS WITH OTHER SCHOOLS

MULTIDISTRICT COOPERATION

Multidistrict cooperation in inservice planning provides new possibilities for the increased sharing of ideas, concerns, problems, and solutions. Such cooperation permits a more efficient use of resource people, not only regional, county, state, and national educators, but also outstanding district personnel as well.

Multidistrict programs must be planned as part of each cooperating district's overall program and not merely as "one-shot" outings without follow-up, follow-through, and evaluation activities.

Some programs could also provide interaction among public, diocesan, and independent school staffs. These programs must not be contrived but must focus on genuine instructional concerns.

PROVIDE OPPORTUNITIES FOR VISITATIONS

VISITATION

Many educators feel cloistered and confined to their own schools and classrooms. Opportunities should be provided for staff members to visit and observe in other schools both within the local district and outside of it. The critical factor here is to match the needs of the visitor with the offerings of the visited. This process involves the cooperation and communication of the staffs of the different schools.

INVOLVE THE COMMUNITY

COMMUNITY INVOLVEMENT

The programs and problems of the school need to be understood by the community as never before. Conversely, community problems need the complete understanding of all school personnel. This mutual understanding is essential not only for the solution of school/community problems, but also for the development of community support for the high costs of quality education.

It seems desirable, therefore, to include the consideration of community problems as well as community resources in the total inservice program.

PROVIDE ADEQUATE TIME, RESOURCES AND MONEY FOR THE INSERVICE PROGRAM

This final general consideration is, in a very real sense, basic to all the others. Time, resources, and money are needed to expand the scope of present inservice education.

TIME
RESOURCES
MONEY

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1. Study and analyze the purposes of the inservice program.
2. Plan, implement, and evaluate for both short and long-range goals.
3. Involve staff members in all phases of the inservice program.
4. Consider curriculum and instructional problems on a unified, K-12 basis.
5. Plan specific programs to meet specific needs.
6. Plan programs as an integral part of instructional change.
7. Plan programs with other schools.
8. Provide opportunities for visitations.
9. Involve the community.
10. Provide adequate time, resources and money for the inservice program.